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ABSTRACT

This report describes the participation of St. Paul's School, in Australia's Northern Territory, in a collaborative action research project with Northern Territory University. The project had three goals: (1) increase staff awareness of multicultural issues, particularly as they pertain to Aboriginal people; (2) determine how school practices might accommodate and be enhanced by Aboriginal culture; and (3) develop ways to relieve tensions between the Aboriginal community and school practices. The report briefly describes the methods used to pursue each of these goals, discusses rewards and difficulties of the project, and explains the project's outcomes in terms of workplace practice, professional development, curriculum, and materials. Five appendices, the major portion of the report, cover topics including: (1) the educational experiences of Aboriginal children, the resources schools need to work with Aboriginal students, and teachers' interactions with this group; (2) curricula (for educational levels Transition-year 7) for researching and celebrating ancestral heritage, for celebrating the family, and for teaching math, social education and language, religion, and English; (3) notes from all meetings regarding the project; (4) staff observations of the educational practices of partner schools serving Aboriginal students; (5) parental feedback on the project; and (6) expenditures. (JW)

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ST. PAUL'S SCHOOL

INNOVATIVE LINKS

REPORT

MARCH, 1993

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INNOVATIVE LINKS PROJECT

ST PAUL'S CATHOLIC SCHOOL

NIGHTCLIFF

CULTURAL RESPONSIVENESS

AND

CULTURAL DIVERSITY

MARCH, 1995

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1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

OUTLINE OF THE ORIGINAL PROJECT PROPOSAL

When the Northern Territory University called for schools to submit proposals for collaborative action research in May 1994 St Paul's identified three main areas it wanted to address:

*wide-ranging implications of educating our multi-cultural children

*staff stress level due to high achievement expectations within the school and

*difficulties presented by many students and their families due to socio-economic factors.

After much community discussion, it was proposed that we could address these needs through:

*developing classroom strategies to best cater for the learning differences associated with
cultural diversity;

*developing a competencies document, listing skills children will be expected to achieve by the end of each Year level, integrating the subject areas, and balanced within the National Curriculums and Profiles;

*writing a Multicultural Awareness Program to use the gifts/talents within our school community, commencing with an Aboriginal Awareness Program.

MODIFICATIONS TO THE PROPOSAL

After meeting with our Academic Associate Stephen Harris on the12th of August, he defined his role as low key background support and assured us that "the power is within" us. He saw a strength in our project was that Aboriginal people were seen as a valuable resource and not "the problem". Stephen presented the school with:

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* "Aboriginal Kids in Urban Classrooms", edited by Stephen Harris and Merridy Malin;

*"Perspectives on Teaching Aboriginal Children in Darwin Primary Schools", coordinated by Stephen Harris.

These will form the basis of staff reading to increase awareness of Aboriginal issues in each classroom. Stephen's specific recommendations included:

* Darwin Urban Schools, e.g. Moulden Park and Millner, should be seen as a resource rather than focusing solely on remote community schools as St Paul's is an urban school;

* ASSPA committees are well accepted by Aboriginal people because they have control. The Innovative Links project should seek to strengthen and develop St Paul's ASSPA committee and its links with other ASSPA committees around Darwin.

For further modifications, please see Appendix C.

NARRATIVE ACCOUNT OF THE PROJECT

After gaining acceptance into the Innovative Links Programme in June the concerns expressed in the original proposal were refined into three main aims:

*increasing staff awareness and sensitivity to multicultural aspects of education, starting with a focus on Aboriginal culture;

*determining how school practices may accomodate and be enhanced by Aboriginal culture; and

*developing resolutions and strategies to address possible conflicts between school practices and Aboriginal community expectations in dialogue with the ASSPA Committee and others.

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In addressing the first aim of our action research of "increasing staff awareness and sensitivity to the multiplicity of Aboriginal" background of the children attending St Paul's school we conducted teacher workshops with suggested professional reading and discussion:

*Video, "Between Worlds", was viewed by all staff and discussed. Teacher concerns and implications for teaching were recorded; (see Appendix A)

*Catholic Education Office Aboriginal Coordinator, Maria Stephens, spoke to the staff, addressing the issues which arose in the first session. She also told her own story, highlighting her own multicultural family history and focussing on her Aboriginal culture;

*A display of teaching resources and professional reading was introduced for staff perusal. Teachers appreciated this collection but needed time to read and reflect;

*Father Saibo Mabo, a Torres Strait Islander on the staff of Nungalinya College, spoke to the staff giving perspectives from both a teacher's point of view and a parent's point of view;

*Video, "Back Trackers", was viewed and discussed. The associated text, "Telling It Like It Is", was shared by staff. Responses and implications for classroom ideas and future directions were discussed.

The second aim of our action research in "determining how school practices may accommodate and be enhanced by" all cultures, including Aboriginal, was promoted by the "Back Trackers" video.

Staff discussion led to the consensus to co-operatively plan and teach a five week unit of work on family heritage across all grades in the school, Transition to Year Seven. This unit of work integrated curriculum outcomes from Social Education, English, Maths, Religious Education , Art, and Physical Education. Staff evaluated this work both in writing and orally in discussion at a staff meeting.(see Appendix B)

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Evaluations indicated how positive this exercise was for staff team-building, as the most frequently mentioned outcome was the collaborative planning and teaching. Parental involvement was considerable in compiling family trees, telling family stories, sharing photographs and customs. Some parents shared handcrafts and dancing lessons. Our Aboriginal Resource Officer helped the Aboriginal children decorate tee-shirts with paint handprints and made crepe paper skirts for the Aboriginal girls to wear at the multicultural lunch.

The third aim of our action research in "developing resources and strategies to address possible conflicts between school practices and Aboriginal community expectations" was addressed in several ways. The Innovative Links Team consulted with our Northern Territory University-based Academic Associate, Stephen Harris.(see Appendix C)

Staff visited other schools and spoke with teachers, administrators and Aboriginal Resource Officers to learn how others catered for the diverse needs of their students and families. Schools consulted were Manunda Terrace, Moulden Park, Daly River, St John's College, Alice Springs Catholic High, Alice Springs OLSH, and Yipirinya, Pirara College, and Ltyentye Apurte Community Education Centre (see Appendix D).

Working closely with St Paul's ASSPA Homework Centre, we successfully submitted an application for an Aboriginal Resource Officer and Marian Patterson was appointed to work in that role, forming a liaison between school and home for the Aboriginal children.

We also consulted our ASSPA Committee for advice and feedback about why they chose to enrol their children at St Paul's, their expectations from the school and what sort of communication and reporting they would find helpful.(see Appendix E)

We have since decided that we should have dialogued with the ASSPA Committee earlier than mid-Term 4 to allow for more reflection time, answers and feed back. Written questionnaires which were sent home via St. Paul's children were not responded to and needed to be followed up by the Aboriginal Resource Officer - another learning factor for the Innovative Links Team.

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SUCCESS / REWARDS

Co-operative planning and implementation of a unit of work on "Families" was deemed enjoyable and successful by all teachers involved. Collaboration encompassed shared resources and ideas, learning from each other and with each other was truly enriching. Teachers found that their workload was less, and therefore there was

an overall decrease in time needed for planning. The ongoing dynamics were more comprehensive and extensive programs grew from each teacher's perspective and comprehension of the topic. The exciting result was increased learning outcomes for all children, greater parental involvement in our school community and a "buzz" amongst the staff and children.

A major "plus' for the school was the appointment of our Aboriginal Resurce Officer, Marian Patterson. This enabled us to strengthen links between the school and our Aboriginal families as well as being a support for our Aboriginal students.
We also have an aboriginal teacher on staff who is teaching a Year 3/4 class which we feel is very rare in urban schools. The teacher has a high profile in the school as the Physical Education Coordinator, a job where this person shows great organisational skills, preparation and planning.

Having Stephen Harris as our Academic Associate is a great advantage to the school as he is respected on these matters and the staff have accepted him as a recognised authority in this subject area.

DIFFICULTIES / FRUSTRATIONS

We now understand that communication with Aboriginal parents is better on a one-to-one oral basis/group discussion rather than rather a written questionnaire being sent home via children as this personal approach facilitates the dissemination of information. This lesson was learnt when questionnaires were sent home via Aboriginal children and only two responses were received. Following consultation with several ASSPA parents, we decided to have the ASSPA parents themselves personally distribute five/six documents to other families.

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As the ASSPA parents became actively involved, i.e. hand-painting of T-Shirts, setting up a display for the celebration day, we received some feedback from other families/cultures who felt their children were excluded from some activities on that day. After much dialogue, we have concluded that our desired learning outcomes for this unit of work may not have been clearly communicated to all parents.

We are also aware that other cultures in our school community are awaiting their cultures highlighted. This has been brought to our attend as a result of our "Celebrating Families" Open Day. Several parents and visitors to our school commented on their desire to have other cultures focussed on in the near future. Perhaps we needed to be more explicit in our communication with our wider school community, that "Celebrating Families" really was focussing on ALL of our heritages and that individual cultures would be spotlighted as we pursue the cultural diversity of our multicultural school community.

A major cause of frustration was the time constrainsts on the 1994 programme and the end of year rush to finalize documenting the action research. This was compounded by a lack of communication between the schools and universtiy about the time line for completiion of the projects. Further complications were that two of the team were leaving the school at the end of 1994 and wanted to ensure that events undetaken in 1994 were properly documented in the report before their departure, compounded by the lack of time to properly present the reports regarding school visits back to the entire St. Paul's staff.

OUTCOMES IN TERMS OF CHANGES TO WORK-PLACE PRACTICE

The collaboration that was so evident in the whole staff working together on the unit of work about "families" has encouraged ongoing co-operative planning, teaching and evaluating. It also highlighted the wealth of human resources that can be drawn upon within the school community.

Staff now can consult with and seek advice from our Aboriginal Resource Officer and liase with our Aboriginal families with greater efficiency and ease

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A better line of communication between the ASSPA Homework Centre and the teaching staff at St Paul's is needed so that children who may need extra help with their work are recognised and given special programs of work to follow. The work that the children do in the Homework Centre could also be collected by the tutors and then passed on to the classroom teachers so as to prevent the loss or incompletion of work during the week.

Members of the action research team are assigned specifice roles and tasks. in order to more efficiently use time and energy e.g. one to liase with community groups, one to liase with staff, one to act in a secretarial role.

OUTCOMES IN TERMS OF PROFESSIONAL DEVELOPMENT

Five workshops were conducted after school during staff meeting time to increase staff awareness on issues concerning Aboriginal education. This was well received after the staff realized that the workshops were not aimed at focusing on specific children with specific problems, but would instead focus on wider issues.

However staff were too tired and overloaded with information at the end of the workshops by 5 p m to stay to make full use of displays and reading material. Staff need more time and opportunities to take advantage of supplementary reading.

Further professional development workshops are needed for staff to discuss what we learned from other schools and its applicability and implications for St Paul's.

OUTCOMES IN TERMS OF CURRICULUM AND MATERIALS DEVELOPMENT

When the workshops were conducted, many of the guest speakers provided material for the staff to look at and try to gain ideas from. Unfortunately time constraints didn't allow the teachers to take full advantage of this opportunity and therefore the materials that we had access to were not capatalized on.

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We recognise now that we need to be aware that more time is necessary for staff to look at materials at their leisure rather than just at the end of a lengthy meeting or workshop. A suggestion was that displays be accessible to staff for the period of one week so as to rectify this problem.

DOCUMENTING THE ACTION RESEARCH PROJECT

Team members were novices in documenting Action Research and ofter felt unsure of what was required. It would have been helpful if more guidance about expectations had been provided earlier. The suggested format for reporting only arrived a few weeks before reports were due. Perhaps workshops or seminare about documenting the project might have been helpful much earlier in the project cycle.

Although staff wrote excellent evaluations about their units of work, it could have been improved by using Stephen Harris' suggestion of diaries/stories of special events.

INVOLVEMENT OF AFFILIATED SCHOOLS

During our Action Research, the committee visited 8 schools, all of which had a number of aboriginal students enrolled. Of the schools visited, only one was also involved in Innovative Links.

After the visits, each of the team members wrote up a report regarding their obserbvations at the school (See Appendix D). As yet, there has been no opportunity to share these thoughts with any staff members of other affiliated schools. It was felt this needed to be done in order to look at a better way we could implement the program used at St Paul's. Another suggestion was to return the invitation to the schools that were visited so that they could see how we catered for aboriginal children in the school.

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INVOLVEMENT OF ACADEMIC ASSOCIATE

Stephen Harris was the Academic Associate appointed to St Paul's. He met with the team twice during the implementation of their project. His main aim was to provide the team with assistance. He was constently supportive of the work we were trying to do and felt that the outline we presented him with in the beginning was quite good. He encouraged the team and suggested improvements or other tangents to take if he felt they could improve the work we were doing. He helped out the school be providing 3 books for the school to have which were placed in the Library for teacher use.

We have found that having an Academic Associate has been very beneficial in the implementation of the program and the formation of ideas.

NEXT RESEARCH CYCLE OR NEW DIRECTIONS

When the project timeline has been clarified, we feel the need to focus on these areas in our next Research Cycle:

*Continue to look at the implications in classrooms of the cultural backgrounds of our students and the effects these may have on their learning.

*Continue to work collaboratively with the ASSPA Committee to ensure ongoing co-operative education of Aboriginal children.

*Focus on cultures other than that of our Aboriginal Community.

*Continue to invite/include parents and wider community members from other cultures.

*Continued collaborative planning of curriculum areas.

*Prioritising time for collaborative planning in whole school meetings and in area meetings.

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*Whole school celebration will be appropriate in 1995, "The International Year of Tolerance", where the multiplicity of St. Paul's School community can be exhibited and celebrated.

*Continue to share cultural items e.g. arts, crafts, stories and dance from one culture with the full school so that all children may benefit from the gifts of that culture. This fosters greater understanding and appreciation of the multiplicity of our school community;

*The ASSPA Committee needs to feel ownership of its unique role and autonomy while working in close consultation with the school.

*Teachers need to consult the ASSPA Committee as to the extent to which the parents feel comfortable if classroom programmes should pursue the issues or rights and responsibilities of Aboriginal people's identity as "first peoples".

*Investigate the appointment of graduate Aboriginal mainstream teachers which would greatly benefit the school's multiplicity.

*Encourage Aboriginal student teachers to come to St. Pauls for their practicum placements.

*Recommend the inclusion of our Aboriginal Resource Officer to mainstream classes to work with the class teacher in small group work, one-to-one, etc.

*All documents should be typed by ONE typist on ONE diskette to eliminate confusion and costly duplication.

*Innovative Links pays for quality time release for professional development. Perhaps release times would be more fruitful if a room such as the Language Unit is set aside for this purpose to avoid interruptions.

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EXPENDITURE:WHERE THE MONEY WENT

Funding associated with the Innovative Links Project ($3,250), enabled St Paul's teachers to travel to associated schools for research, collaborative planning and on-going assessment of our Action Research. Funding also facilitated releasing of these teachers and correspondingly, our accessing of appropriate data and resources, as we focus on Aboriginal education. Administration costs covered typing and photocopying. (see Appendix F)

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APPENDIX A

BRAINSTORMING RE ABORIGINAL CHILDREN

* LEARNING STYLES
  Do the children relate more to oral, auditory and concrete methods?

* LEARNING STYLES
  Do differences exist?

* HANDS ON MODELLING
  Needs to be addressed?
  Does writing develop more slowly?
  Recording not with pencils?
  Many have not attended schools.

* "SHAME"
  Is a big cultural feature that comes in not wanting to show off.

* TRADITIONALLY
  How is self esteem developed in children in communities? Is there something we can do?

* THE ROLE OF THE ABORIGINAL RESOURCE WORKER
  Tutoring? Health issues? Cultural issues, awareness, successes/ strengths?

* ARE ABORIGINAL STUDENTS
  In general seen to be less academically inclined than their non-Aboriginal peers?

* WHAT STRATEGIES DO WE HAVE?
  Need to develop? Need to address with new students from the bush?
  (Short of panic, what are our expectations for students, knowing we are accountable for student progress?)

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* ASSPA
  Ask them (and parents) what their expectations are?
  Is it just to keep up with others?
  Do teachers realise that not all children have somewhere to actually DO homework?

  Is there still emphasis on different sexes and positions within the family? Same / different educational expectations?

* DOES THE SCHOOL DO ANY ABORIGINAL STUDIES?

* HOW ARE WE INTEGRATING ACROSS THE CURRICULUM AREAS?

* WHAT ARE ABORIGINAL PEOPLE'S THOUGHTS ON BEING "PART" ABORIGINAL?
  Is there such a thing?

"BETWEEN WORLDS"

Items in this checklist have been adapted from the publication, "So you want to teach Aboriginal kids ..... A guide for Teachers of Aboriginal Children in Victorian Primary Schools 1984." Further adaptions from "Between Worlds" NT Education 1992.

TEACHER'S CHECKLIST

* Do I recognise that Aboriginal people have an Aboriginal identity and Aboriginal culture, with some characteristics not shared by other cultures or groups in the community?

* Do I realise that Aboriginal people from other parts of Australia have different cultures?

* Do I recognise each Aboriginal student as an individual?

* Do I recognise that some traditional concepts still maintain a very strong influence on contemporary culture?

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* Do I recognise that the interaction between contemporary and traditional culture is very complex and that the manner in which students handle these relationships is open and confident?

* Do I have belief in Aboriginal students' ability to achieve and do I sincerely transmit this belief to the students?

* How comfortable do I think all students are within the school environment?

* Do I reinforce for the students their pride in Aboriginality, through the school setting?

* Do I positively identify abilities and potential of individual Aboriginal students, rather than feeling overwhelmed by difficulties?

1994 Suzanne Brogan Sharon Pinson Pamela Templeton
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APPENDIX B

THE FAMILY
Saint Paul's School - Term Four 1994.

This unit framework has been planned collaboratively by teachers from Transition to Year Seven. The unit has been designed to provide teachers and students with the opportunity to extend their knowledge an cultural diversity of our school community. This unit is about family life, family organisation and family relationships with emphasis being placed upon the Ancestral Heritage of our students.

Many classes have completed Family Trees. Those classes who have not, will endeavour to do so before the beginning of Term 4. It will be from these that children will choose one line of their ancestral heritage and complete work requirements as outlined by class teachers. (It is hoped that one Tree per family will be completed).

The presentation of research findings may be in the form of a Poster, Travellers Guide, Traveller's Log Book, Collage Map of the country, or a Building structure Silhouette.

On the 11th November 1994 there will be the presentation of awards to the classes who have 100% submissions. Displays will be set up around the school and our wider school community invited in to view these. It was thought that shared International Lunches will be part of the day and this has been left with areas to decide and plan.

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RESEARCHiNG ANCESTRAL HERITAGE

The work requirements of this unit will be decided upon by classroom teachers in line with curriculum guidelines.

Possible Areas to be Researched:

Countries Around the World

* Religion
* Language
* History
* Culture
* Stories, Music, Dance and Celebrations
* Traditional Food and Dress
* Tourism and Trade
* Resources
* Transport and Communication
* Housing
* Political Leaders
* Flags, Emblems, Crests
* Currency
* Stamps

Australia

Aboriginal Families

* Family Groups
* Country
* Dreaming/Totems
* Customs and Beliefs
* Stories
* Language/Languages
* Bush Foods/Medicine
* Dance and Music
* Artifacts
* Transport and Communication

Non Aboriginal Families

* State of Origin
* Emblems
* Flags
* Land Features
* Traditions
* Housing
* Transport

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EARLY CHILDHOOD OVERVIEW

As a team we joined together to develop a format for our Term 4 unit of work on Our Family. We decided that the following format would best suit our needs and provide the opportunity to work co-operatively in providing all children with the opportunity to produce a booklet for presentation on 11th November. We decided that the booklet may be continued throughout the term depending upon the circumstance of each class.

FORMAT

Front Cover
CELEBRATING FAMILIES
Children will illustrate the front cover of their booklet.

Family Tree
Each child will have a copy of their Family Tree.

Family Members
This section will provide opportunity for the children to include photographs, drawings, etc. of their family members. Transition children will further develop sight words and write and read sentences, "I have a ....." Year One will extend upon this with a brief description of a family member. "I have a brother and his hair is curly." etc.. Year Two will further extend " In my family there are ... members. My younger brother has curly hair and blue eyes." etc.. Year Three children will be required to write a description about a family member which includes physical / personal make up and feelings towards this person.

Our Ancestral Heritage
Where do the members of my family come from?
How many Nationalities can I find within my family tree?
This again will be adapted to year level expectations.

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Family Stories/ Songs / Dance

Each family will be asked to supply their child with a favourite story/song/dance from their childhood and a traditional story / song / dance from their childhood. This section may also include family stories of shared experiences.

Research

This section will again be adapted to Year Levels. Children will choose one place of birth from their Family Tree. Such things as Map, Flag, Emblems, Food, Climate, Dress, National Costume, Religion, Celebrations, Culture and other interesting facts will be included in this section.

Food/Clothing

This section will be related to the child's present circumstances, the types of food eaten at home, recording of a weekly diet may be included, favourite foods of family members, the clothes worn by family members, children might include pictures from catalogues to show the type of clothing worn by individual family members, the clothes worn on special occasions, the customs/ traditions of each child's family. Some families have special days for activities, special meal times, story times, wake up and bedtimes etc.

Celebrations

This section again will relate to present day celebrations. Births/Name Days /Baptism/Sacraments of Reconciliation/ First Holy Communion / Confirmation/ Graduation/ Marriage, Christmas / Easter / Holidays/ Weekends.etc. These celebrations may differ according to the cultural backgrounds of children. Children could include comparisons between the way in which parents celebrate as children to how they celebrate with their children.

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CELEBRATING FAMILIES

YEAR LEVEL Transition - Sharon Pinson

MAIN FOCUS Social Education and English

MINOR FOCUSES

Mathematics
Physical Education and Art
Religious Education

UNIT DESCRIPTION

This unit demonstrates how aspects of living common to all cultures can be used as a basis for curriculum development. Such things include family trees and histories, games and dances, food preferences, special events, festivals, clothing, etc. Emphasis is placed on similarities and differences as they occur across cultures rather than on particular aspects of "exotica" isolated and highlighted out of context.

The unit follows the Social Literacy approach. The main focus is Social Education and English. It looks at writing factual descriptions and recounts. In Mathematics it touches on recording information in different ways such as charts, diagrams and graphs. And in Physical Education games and dances from various cultures will be viewed and/or performed. In Religious Education there is a thanksgiving for the diversity of God's family.

DURATION 5 weeks

RATIONALE

This unit is about family life, family organisation and family relationships as represented in both Aboriginal and multicultural Australia. "Multicultural education concedes that Australia is highly diverse ethnically and that children should be given the opportunity to recognise this fact and benefit from it (Lippmann p 24 *The Multicultural Society and Its Implications for Education in Multicultural Education* in J Sherwood (ed) Creative Research, 1981). It is recommended that multicultural education should permeate the total work of the school and should not be treated as an isolated subject.

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This multicultural policy should be reflected in the whole school program and the day-to-day activities of the classroom.

"Multicultural education will foster the individual's sense of identity and worth and enable him/her to encompass a variety of cultural traditions as a positive good" (Lippman op cit) The aim is to extend and use the knowledge the children already have about their own families and cultures as a starting point and to build on this to provide interesting contexts for learning about other cultures.

Insights gained about the children's cultural background and their families will inform future curriculum development and teaching strategies, especially relating to the Aboriginal learning styles and needs.

METHODOLOGY

Teaching model for Social Literacy:

Focus question
Consider
Analysis
Main Idea
Inquiry
Think Again

LEARNING OUTCOMES

ENGLISH

* Recount an experience clearly;
* Listen to others and take turns in speaking in group discussions;
* Use appropriate, language, voice, gesture and behaviour in role-play;
* See similarities and differences between situation, generalise about information a and state a main idea;
* Dictate for transcription and help write short recount and factual texts about families;
* Demonstrate an understanding that a recount has an orientation, a series of events, and a reorientation;

* Demonstrate an understanding that a recount focuses on individual people, places,, or things, uses the simple past tense, uses words like "first", "then", 'after that", "next' to sequence and link events;

* Demonstrate an understanding that a factual description has a general definition of the person, thing or event being discussed, a description of different parts or aspects and an optional comment at the end;

* Demonstrate an understanding that a factual description focuses on one person, place, occasion or object and uses the simple present tense and frequently uses the verbs "to be" and "to have";

* Demonstrates an understanding that illustrations and diagrams are part of and important to the overall meaning of a written text

* Organise information into lists, charts, diagrams;

* Describe connections between what is already known and new or unfamiliar situations and information;

* Recognise, copy and analyse family words (e g mum, dad, grandma, etc.).

SOCIAL EDUCATION

* Acknowledge own family history and cultural heritage;

* Acknowledge that members of the class - or their parents- may come from different places;

* Demonstrate an understanding that children from round the world are similar and have similar needs;

* demonstrate an understanding that children from all cultures live in family groups;

* Demonstrate an understanding that children have families which differ in composition and size e g nuclear, foster, single parent, extended;

* Demonstrate an understanding that members of a family fulfil different roles and these vary from family to family;

* Demonstrate an understanding that the family unit provides love, affection and care for its members;

MATHEMATICS

* Count objects in a set (up to 30 being the number of children in the class);

* Compare sets of objects to find the difference between the number in each;

* Understand that there are many different ways to record information;

* Record information using a tree diagram, a bar graph and a time line;

* Demonstrate an understanding that time is one way of sequencing events and this can be presented as a time line;

* Demonstrate an understanding that time can be measured in different ways such as using seasons, years, months, weeks, special events or ceremonies;

* Use language for comparison of number e g more than, less than, most, least, fewer, all, non, same, equal, different, altogether;

* Use language for order and sequence e g first, second, third, next, last, after, before, between, then;

* Use language for time e.g. now, today, tomorrow, yesterday, days of the week, months of the year, seasons, how long ago.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

PHYSICAL EDUCATION

* Perform dances from various cultures, e g Seven Steps (Danish), Koko (Yugoslavian), Clap Dance (German);

* Watch performances, either live or on video, of dances from various cultures e g local Filipino dance group invited to perform.

RELIGIOUS EDUCATION

* Acknowledge and praise God for the diversity of God's families from many different cultural backgrounds;

* Acknowledge that Jesus was born into a human family (lead into Christmas)

WORK REQUIREMENTS

By the end of this unit (week 5) each child will have completed a booklet entitled "Celebrating Families".

Week 1

They will complete the front cover by tracing the title and illustrating, and their family tree will be completed at home and brought back to school.

Week 2

The Transition children will focus on sight recognition of words "I have a ..." and complete several sentences of this format by using family words, e.g."I have a mother", "I have a grandfather", "I have a baby brother", etc. and illustrate with photographs and/or drawings.

Week 3

The children and their families at home will construct an "Ancestral Heritage" document sharing as much as they feel comfortable about where their ancestors come from and what cultures influence their family life. This may include family stories, songs, dances, words and phrases in languages other than English. These documents will be shared in class and older children will type them onto computer for the little ones.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

Weeks 4 and 5
Children will share special family celebrations focusing on customs, food and dress for such special occasions as births, Baptisms, Name Days, losing a tooth, weddings, Easter, and Christmas.

SEQUENCED FOCUS QUESTIONS AND LEARNING EXPERIENCES

* What relatives do we have? What is their relationship to us and what is our relationship to them? e g I have an aunt - I am her niece; or I have a grandmother - I am her grandson. Information will be gathered by questioning and referring to the family trees that the children have brought back. Perhaps families use special words to describe their relationships. Children learn sight words "I have a ..." (flash cards and copying from chalkboard) and complete sentences with family content words and illustrate. Some children may have photographs which can be photocopied for inclusion in their "Celebrating Families" booklet.

* Where do our families come from? Where was I born? Where were my parents born? Where were my grandparents born? Construct class charts indicating the many places and cultural influences represented in the class.
Construct class bar graph showing distribution of birth places represented in class. Interpret bar graph using Mathematical language, e.g. most, more least, how many. Construct individual bar graphs for children to take home and share interpretations with their families. Construct time lines to illustrate sequence of events in some families.

* What special cultural influences do we recognise in our families? Refer to the "Ancestral Heritage" documents that the children have brought from home. Share with the class. Add to class chart showing diversity of cultures represented in class.

* How do the various cultures represented in the class celebrate special family events? What clothes do they wear? What food do they eat? What events are celebrated? What songs do they sing? What dances do they do? Children bring examples to school to share with the class. Model factual writing to describe these events or things. Some children will be able to copy. All will be

able to paint and draw.

* Learn songs and dances from different cultures.

* Invite parents to school for a shared multicultural lunch for the Early Childhood area. Parents also invited to look at class charts, graphs and diagrams on display at the end of this unit. Children may perform some dances and songs for parents before the lunch.

ASSESSMENT

* Observation of children's involvement in class discussions and participation in group activities.

* Participation through bringing family trees, photos and supporting stories and cultural items from home.

* Successful completion of "Celebrating Families" booklets.

EVALUATION

The co-operative planning of this unit was a very worthwhile process with teachers sharing resources, talents and workloads. The multi-cultural heritage of most families gave plenty of scope for children to choose to focus on. The children enjoyed sharing photographs of themselves and their families. They gained a greater appreciation of

changes to themselves, their families and their environments over a passage of time by comparing photos taken at different stages of peoples' lives.

The development of bar graphs to display data was a new Mathematical concept for the class and it was pleasing to see how readily the children learnt to construct and interpret them. Time lines proved more problematic, perhaps because the children were not too sure of the events and places in their own short time spans.

Most families helped their children write descriptions of how the family celebrates special events, e.g. a Greek family described how they woud while he was involved in this unit of work. But these were the minority and this aspect was somewhat disappointing, as the Transition children

were too young to write their own and were reliant on parent support.

It was significant for the children of Aboriginal descent to have the support of the Aboriginal Resource Officer to help them create special tee-shirts to wear on the shared lunch day, and to encourage their parents to participate and visit the classrooms.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 1 - Nadia Gooding

MAIN FOCUS

Social Education and Language

MINOR FOCUSES

Religious Education
Art
Physical Education
Health

UNIT DESCRIPTION

This unit looks at similarities and differences between families at our school. Children will explore family structures and look at how different families celebrate. Children will write descriptions of family members and recounts of experiences relevant to their families. Children will examine traditions unique to their family via family stories, songs and dance. Children will be asked to research their ancestral heritage at home and complete family trees. Children will gather information about their ancestral heritage such as maps, flags, emblems, food, capital cities and other interesting facts.

DURATION 5 weeks

RATIONALE

The family unit is one of the most influential aspects of our lives. A knowledge and understanding of how each family interacts and supports each other is essential in continuing to develop the child's awareness of self. Families are always changing but the special connections between people remain. Family stories tell us something about the history of each family and highlight the cultural background of each child. A knowledge of the family history and cultural background is important in each child's awareness of self.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

LEARNING OUTCOMES

ENGLISH

* Recount an experience clearly;

* Demonstrate developing skill in making inferences and predicting outcomes;

* Give specific answers to questions by selecting facts from a presentation of information;

* Take part in co-operative paragraph writing;

* Show ability to answer who/what/where and when questions;

* Show ability to recognise the structure of simple sentences;

* Experience writing in descriptive recounts and narrative texts.

SOCIAL EDUCATION

* Develop an awareness of their own ancestral heritage;

* Understand that members of families are called relatives and the connections between them are called relationships;

* Understand that people and families share and do things together; they depend on each other and have different roles within the family;

* Be aware that the way families are organised and that the way people relate to each other is dependent on culture, therefore, Western and Aboriginal families are similar in some ways and different in others;

* Understand that families celebrate important events in different ways.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

PHYSICAL EDUCATION

* Perform dances from various cultures, e.g. Seven Steps (Danish), Mexican Hat Dance, Greek dancing , Clap Dance (German).

HEALTH

* Be able to define the safety rules that minimise accidents in the lives of themselves and their families;

* Become aware of safety rules at home, coming to and from school, safety around pools and stranger danger;

THE ARTS

* Be able to paint, using a variety of colours a portrait of their family;

* Be able to paint "family story" by using symbolism as in traditional Aboriginal painting;

* Create a mobile of their family by cutting out and decorating the appropriate number of family members from cardboard.

RELIGIOUS EDUCATION

* Become aware of Mary and Jesus as part of a family;

* Recognise ways in which Jesus helped people throughout his life and discover ways we can become more like Him;

* Understand that God loves all people;

* Recognise ways in which we celebrate together as God's family.

WORK REQUIREMENTS

Children will complete a book entitled "Celebrating Families." This book will contain all work associated with the celebrating family unit. This includes family stories, recounts of family celebrations , family trees and research work completed on ancestral heritage.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

SEQUENCED FOCUS QUESTIONS AND LEARNING EXPERIENCES

* Discuss families. Display and label photos of family members. Write a brief description of family members. Brainstorm list of family words. Discussion of family trees - what are they? what do they show? Completing title page of "Celebrating Family" book.

* Where does my family come from? Locate on world map or map of Australia. Decide on an Ancestor's place of birth to research. Commence looking at Traditional Tales - Aboriginal legends - Wild Pigs and Honey. Discuss differences in families. Write about special things we do with our family. Start learning songs and dances from different cultures. Commence safety at home and at school. Paint family portraits.

* Read traditional tales relevant to cultures of children in Year One. Look at how people from different cultures celebrate birthdays, weddings, birth of a new baby. Discuss that people from different cultures celebrate in different ways.

* Write about different things that happen in our family, e.g. family jokes, what my grandparents like doing, funny things that happen at home, family jokes and naughty things I do at home.

* Shared multicultural lunch involving the whole school and parents. Classrooms open for parents and visitors to view childrens work.

ASSESSMENT

* Observation of children's involvement in class discussions and participation in group activities.

* Participation through bringing family trees, photos and supporting stories and cultural items from home.

* Completion of, and quality of, work in "Celebrating Family" books.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

EVALUATION

Children responded extremely well to this unit of work and enthusiasm remained high throughout. Writing , discussion , singing and dancing , traditional tales, art work and the necessary involvement of parents in completing family trees added variety and sustained interest. Children needed a lot of help with personal research but this was expected with children of this age. Resources were easily obtained, i.e stories, maps, etc. from the library but many activities were dependent on the children's own personal experiences. Personal stories gave children an insight into differences in families as well as similarities. Being able to use myself as a model throughout the unit by finding out my own family tree, retelling my own family stories and researching the country my ancestors came from made this a valuable learning experience for myself also. The schools Aboriginal Resource Officer ensured that all Aboriginal children in Year One were involved and it was great to see almost all the Aboriginal parents of children in this class present for the multicultural lunch and open day. The planning of the unit collaboratively by teachers from Transition to Year 7 ensured involvement of all classes and integration across the school.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 2 - Shane Donohue

MAIN FOCUS

Social Education and Language

MINOR FOCUSES

Religion
Maths
Physical Education

UNIT DESCRIPTION

This unit has been designed for children to look at themselves and our families in the classroom setting. The children will be looking at different families within the classroom, and how they celebrate to show the children how unique each family is. They will examine traditions through family stories, song and dance. They will also hope to gain some self-respect and sense of belonging to a country of origin, and how we all come together at St Paul's to realise that in a multi-cultural setting, we are still all Australians.

DURATION 5 weeks

RATIONALE

In the Year of the Family we felt that a certain focus on the family structure would be beneficial to the children and to the school of St Paul's.With families being important unit in our lives, and sense of belonging to someone or something , we felt this topic would be of a great diversity and interest to include families from all over the world. It allows us to look at the cultural diversity of Australians, and also the background and cultures of Australia's first inhabitants, the Aborigines.

1994 Suzanne Brogan *Sharon Pinson* *Pamela Templeton*
1995 Peter Humphreys *Sharon Pinson* *Dianne Marsiglio*

METHODOLOGY

Teaching model for Social Literacy:

Focus question
Consider
Analysis
Main Idea
Inquiry
Think Again

LEARNING OUTCOMES

SOCIAL EDUCATION / LANGUAGE

* To recognise own family history;

* Acknowledge that we are all part of a wider and more diverse family;

* That as well as being distanced from other children around the world we do have similar needs;

* People from around the world do live in family groups that do have similar family frameworks to ours;

* To have experience of researching and recounting various facts and description of families into a research assignment booklet that includes various heritage, foods, customs, dress, stories, celebrations;

* To continue the research into the family by including the country of Ancestral origin with the above mentioned in mind;

* To be able to recount clearly;

* To answer questions by selecting the relevant information from factual sources.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

MATHEMATICS
Being able to construct a bar graph illustrating children's countries of origin.

RELIGIOUS EDUCATION
With the Year 2 participating in the Sacrament of Reconciliation, I believe it was possible to integrate this into our theme by showing the children that it is also important to be part of God's family. In this it is possible to look at families and the importance of forgiving and saying sorry to our family and to God's larger family. It is also important to be able to look at the children's own celebrations including that of Baptism, and what it meant to their parents and how they felt at those times.

WORK REQUIREMENTS
By the end of Week Five the children will have completed a booklet on their families and ancestral heritage so as to present to the class. It will include research and descriptive work as well as retelling pieces. It will be a mixture of school and home based work requirements.

SEQUENCED FOCUS QUESTIONS AND LEARNING EXPERIENCES

* To complete a family tree survey sheet;
* Find out about birth stories, celebrations;
* To look at countries represented on family trees
* Draw flags of countries;
* Work on family tree booklet;
* Work related to the Aboriginals and their part in Australia.

ASSESSMENT

* Observation of participation in group work and discussions;
* Completion of an Ancestral Heritage research assignment;
* Presentation of these assignments in a sharing atmosphere.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

EVALUATION

Overall, I was very pleased with the way the children progressed with their work. It was a very hard concept for the children to realise that they were all not original inhabitants of Australia and that most had their heritage from Europe. It was perhaps easier with the Asians for them to have a belonging to their country of origin due to their later migration patterns into Australia. For that reason, most country assignments were on Australia itself. This was not a great concern because it still gives the children some sense of belonging. The work effort of the children who did do another country of ancestral heritage, was extremely promising, and during the sharing times that we had, these children were able to raise interest in the other children that perhaps Australia isn't the centre of the Universe! With children also bringing in books on their country, the children were able to visualise the other countries helping them to develop some concept of the world as one big family. The final coming together of all the children's work on a dress up and shared lunch day, with the theme on Celebrating Families, was a huge success. Parents commented on what an enjoyable afternoon it was for the children and themselves. The unit of work will continue to be extended and completed by the children during the remaining weeks we have at school. Interest has been great, and the children are still enjoying everything related to the topic. It certainly was more enjoyable to plan and share this topic as a whole school and I hope this continues on indefinitely.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL Year 2/3 - Suzanne Brogan

There is wide diversity in customs and traditions across cultures. However, while there is wide diversity there are underlying universals. Cultural traditions influence a wide range of social behaviour. A number of factors affect cultural development, e.g. climate, politics, family structure.

MAIN FOCUS
How do different cultural groups contribute to life at Saint Paul's?
To introduce this unit of work which will be for the duration of Term 4 we will look again at our family trees done earlier in the year and prepare to put these onto the standard sheet used across the school.

As we may be looking at several countries around the world I believe the best place to begin is Australia. We will proceed with the following sequence:

Early Australia
Children will learn about the first people to live in Australia, Aborigine Children will learn that 200 years ago there were about 300,000 Aborigines in Australia. They were divided into about 540 separate groups. We will look at either the Tiwi or Bundara people.

Settler Communities
Children will learn that Australia was first settled by Europeans in 1788. We will look at early discoveries by the Dutch and Captain Cook moving onto the founding of a new settlement.Who were the first settlers etc..The trials and tribulations of these settlers.

Our Land Australia
The children will learn about the States and Territories of Australia. Where they are situated and briefly at flags, emblems , climate, housing and lifestyle.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

Communities in Other Lands

The children would by now have chosen the country of their family heritage that they would like to learn more about and will be sharing this information with the class.We may look at Hot Dry Lands,Hot Wet Lands, and Very Cold Lands. This will enable children to make comparisons as a group about the lifestyles of people form different places.

OBJECTIVES

* To identify the extent of the cultural diversity of our school community;

* To encourage children to share information about their Families. To provide children with the opportunity to learn more about their Ancestral history;

* For children to undertake research and extend their knowledge about a place of origin within their family's history;

* For adult families members to take this opportunity to share with their children the experiences and lifestyles they had as children;

* For our families to share together their cultural backgrounds;

* To build upon the understanding and acceptance of the individual groups and individuals within our school community and the wider community;

Contributing Questions

FAMILIES WORKING AND PLAYING

1. How do our families work and play?
2. What are some customs we observe?

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

FAMILIES EATING

1. What sorts of food do we eat ?
2. What are the Five Food Groups?
3. What are different ways to cook and present food ?
4. Which foods do we eat at various meals during the day ?
5. What are some sources of our food ?
6. What are ways we store and preserve food ?
7. Where can we buy various foods?
8. What different sorts of restaurants are available in our community?
9. What sorts of food do they provide ?
10. What foods do we eat on special occasions?

FAMILIES PLAYING

1. What are some games we play ?
2. Which of these games comes from other countries ?
3. In what ways do we learn games ?
4. Which games have rules ?
5. Which games need equipment?

CLOTHING

1. Which clothes do we like to wear ?
2. What factors influence the clothes that we wear ?
3. Where do fabrics come from ?
4. What are the special clothes of different cultures?
5. What special clothes do we wear ?

CELEBRATIONS

1. What are the different festivals we celebrate?
2. When are these celebrated ?
3. Which groups of people are involved ?
4. What do people do at festivals ?

SINGING AND DANCING

1. What varieties of folk music are there ?
2. In what ways do we dance to different folk music?
3. What special costumes do people wear for dancing?
4. What are some ways we can share music from different countries?

1994 Suzanne Brogan Sharon Pinson Pamela Templeton
1995 Peter Humphreys Sharon Pinson Dianne Marsiglio

EVALUATION

The children demonstrated enthusiasm and a keen interest in all the work that was covered over the five weeks. Each day was spent working on activities related to Families in Australia and the families in Room Four. A great amount of interest was shown by the children in Australian History so we will continue looking at those aspects which interest them most. Presently, it is Captain Cook and Ned Kelly.

The presentation of work that the children have produced is of a good quality. There are differences in developmental levels in this class and I believe that all children worked to the best of their abilities. The input from parents was excellent and because of their interest we will continue inviting them into our room to share their stories.

Children's interest in maps, flags and emblems was increased and there was a real keenness to find these in reference books etc. A great deal of excitement was shared as children discovered that they shared similar ancestral backgrounds. Much discussion was entered into here.

The learning of the song "We are Australian" was most successful. The children demonstrated pride and ownership in themselves as Australians. The good feeling being generated in the room was lifted through the class involvement in this theme.

Many songs were sung, stories read, research skills developed, drawings, paintings, discussions, writing narratives, poems, recipes, letters, descriptions, feelings and views, sharing and learning new things were all a part of this unit.

I am sure that a ten week unit on the Family could easily be undertaken at this year level.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 3 - Rashmi Gavin

MAIN FOCUS

Social Education and Language

MINOR FOCUSES

Religion and Art

UNIT DESCRIPTION

This unit of work is designed to deepen children's awareness of the many varying cultures that we have in our world and in particular in our class. Our class /school / community is so diverse yet often we are unaware of the different lifestyles across the cultures. Friction and uncertainty may cause anxiety amongst children. Thus I am hoping to raise awareness and encourage them to learn more about one another. Perhaps they will become more open and tolerant of differences . The children will also be able to learn more about themselves and their personal family history and heritage.

DURATION 5 weeks

RATIONALE

As it is the International Year Of The Family and because our school has decided to focus on Ancestral Heritage this unit of work has been devised . Families are such an important unit in our lives it is worth looking deeper into our family histories. Cultural awareness should be an integral part of all children's schooling to become more accepting of other peoples and cultures.

METHODOLOGY

Teaching model for Social Literacy

- Focus question
- Consider
- Analysis
- Main idea
- Inquiry
- Think again.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

LEARNING OUTCOMES

ENGLISH/SOCIAL EDUCATION

* Write their birth stories by gaining the information from parents;

* Draw the flag/s of their heritage which appear on their family trees;

* Write about how they are loved in their family;

* Write about how they show their love to their family;

* Listen to stories about different countries and life there;

* Join in oral discussion about their own experiences of cultures/family traditions;

* Write a letter to their loved ones, about the things they do together as a family, hobbies of the family;

* Discuss / ask parents about their childhood and write about their memories and a family story.

MATHEMATICS

The children will construct a bar graph of the numbers of brothers and sisters in their small groups.

PHYSICAL EDUCATION

Learn dances of different cultures. I am able to teach the children an Indian dance because this is my heritage.

RELIGIOUS EDUCATION

* Find out about their birth celebration and baptism. What was it like? What did I wear?

* Listen to stories / information books about "Religions of the World" and understand that people from different parts of the world follow lots of different religions;

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

* Sing songs about families.

WORK REQUIREMENTS

By the end of the 5 week duration the children will have completed a family booklet project. A lot of it will need to be done at home in discussion with parents but some can also be done at school.

SEQUENCED FOCUS QUESTIONS AND LEARNING EXPERIENCES

* Find out abut birth stories, celebrations / Baptism;

* Each family to take home a Family Tree to be filled in;

* What are the countries represented on the Family Tree?

* Draw the flag/s of .....

* Fill in the Family Booklet;

* Listen to stories of different cultures and be involved in discussion and give opinions.

ASSESSMENT

Observations of children's participation and motivation during lessons. Completion of Family Booklets.

EVALUATION

Overall, I was very pleased with the way the children were involved in class discussions and the completion of assignments. I found that children were very motivated to listen to stories of different cultures because the books were of their level and were often stories told by children of different cultures. For the information books I just showed the pictures and discussed briefly what they were about. I found many of the children wanting to share their cultures with their peers and peers were also very keen to listen. Children are left with a personal history booklet top as long as they wish and I do believe it has been a valuable project. On our last presentation and dress up many children dressed up in their cultural traditional costume. The good feeling of pride in the children which was great. Parents also commented that their children were very motivated to do the booklets and ask their

parents about them and their childhood. It was great to be able to plan as a school and then more in depth with other Early Childhood teachers sharing our resources.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 4 - Lynnette Nabholz & Angelina Kalidonis

MAIN FOCUS

Social Education
English
Religion

MINOR FOCUSES

Health
Art
Mathematics
Physical Education
Music

UNIT DESCRIPTION

This unit of work has been developed in order to investigate the cultural diversity of all students in this year level. Emphasis will especially focus upon heritage, cultural differences, needs and wants (these being the same for everyone). The unit lends itself extremely well to areas of social justice and this will be covered rather extensively during integrated Social Education/English/Religion sessions.

DURATION 5 Weeks
(although this could be extended to include Christmas around the world)

RATIONALE

As 1994 is the International Year of the Family, our school has decided to focus upon this theme. It should clarify for students the fact that although we may all look different; speak differently and have different traditions, we all belong to both God's and the global family. Sharing cultural heritages and accepting differences of others will present students with a wider understanding of the word "Family" and develop an awareness of how different peoples can and do help others.

METHODOLOGY

Inquiry method : Focus; Research; Present

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

LEARNING OUTCOMES

ENGLISH

The children will :

* Share stories about their families with others;

* Write letters to members of families using correct letter format;

* Further develop the use of paragraphs;

* Access information and resources and develop note taking skills;

* Further develop good grammatical and punctuation skills through a variety of language activities relating to family;

* Articulate their ideas about family in a variety of ways.

SOCIAL EDUCATION

The students will:

* Show an interest and understanding of belonging to a changing multicultural society, both locally and globally;

* Understand how different cultures can contribute to the Australian lifestyle;

* Respect relationships within families and between peoples of many cultures and differences;

* Explain how humans benefit from being in relationships;

* Describe differences and similarities of people belonging to the world family;

* Collect and record data relevant to historical and geographical information;

* Creatively present an Inquiry Genre using the correct procedure.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

RELIGIOUS EDUCATION
The children will :

* Develop an understanding that there is a diversity of family life, i.e. nuclear, single, extended, global, God's

* that more can be done to ensure social justice for all

* be involved in mission activities to enrich the lives of children less fortunate

* become more aware of how families celebrate special occasions together

MATHEMATICS
The children will:

* analyse/construct graphs from given global information

PHYSICAL EDUCATION/HEALTH/MUSIC
The children will

* Become more aware of the origins of certain sports;

* Learn to perform dances from various cultures;

* Be able to recognise the origin of some songs;

* Learn what acceptable manners are in different cultures.

ART
The students will :

* Draw pictures which indicate a pictorial understanding of a story;

* Design and complete a poster for an Inquiry Genre;

* Decorate written letters.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

SEQUENCED LEARNING EXPERIENCES

* Survey the class for cultural heritage (graph results);
* Students complete and display family trees;
* Read and listen to stories of families from other cultures (this includes fables);
* Indicate on a world map where countries are situated;
* Discuss the rights of all people irrespective of colour or creed;
* Research, construct and present a group Inquiry Genre;
* Research, construct and present an individual Inquiry Genre;
* Complete a variety of activities relating to family which enhance the language features and outcomes of the English and Social Education curriculum;
* Complete an IYF collage;
* Shared lunch and dressing in national costume or colours of a flag.

ASSESSMENT

* Observation of participation in discussion;
* Progress in note taking and subsequent application in and presentation of Inquiry Genre;
* Completion of Language/Social Education/Religion activities;
* Content of letter using correct genre and showing application of learnt punctuation and grammatical structures.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

EVALUATION

The children were excited about this unit from the outset. Most students completed research work in good time and applied themselves well to their assignments. Group activities were well executed and this led to a clearer understanding of what was expected for individual items. Inquiry Genres were of a high standard. Students have developed a good understanding of the global family and are concerned about the plight of people in countries less well off than in Australia. Mission activities have developed a realisation that we are able to help those in need. Discovering that everyone has the same basic needs and wants proved to be more of a revision exercise, but certainly a good point to reinforce, especially when talking about social justice for all. Music/Health/Physical Education and Art activities, although playing a minor role in the unit, were always enjoyed, and it was interesting to note the perception of some students when they illustrated a story. International Children's Day and our Open Family Day were very successful, especially the shared lunch which gave everyone the opportunity to sample food from a variety of cultures. Collaborative planning is beneficial when planning a unit such as this. As this unit was covered during the first five weeks of Term 4, it will be extended into a Christmas theme during the last five weeks of Term.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 5 - Paula Agar & Margaret Kinnell

MAIN FOCUS

Social Education
English

MINOR FOCUSES

Indonesian
Mathematics
Religion
Health

UNIT DESCRIPTION

This Unit Looks at the Cultural diversity of the NT.
Emphasis is given to Multicultralism and how the families of our school come from many different places.
The main focus for this unit is Social Education and English. It looks at taking notes, writing lists, writing factual descriptions and reading stories about how people new to Australia assimilate.
In Mathematics we record information on graphs.
The major task of this unit is to construct a poster or tour guide of the children's Ancestral origins.

DURATION Five weeks

RATIONALE

1994 is the International Year of the Family. As a school we have decided to focus on the Family and it's Cultural Heritage. I have chosen this Social Education unit as it is one we have not completed yet and it forms a learning framework for the idea of Families and the diversity of cultural heritage.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

LEARNING OUTCOMES

ENGLISH

The Children will:

* Understand the use of taking notes;

* Develop the skill of selecting important information for note taking;

* Identify and use important information from a factual text;

* Come to an understanding of the paragraph as a group of sentences constructed together based on a central idea;

* Show ability to group sentences together as a paragraph.

SOCIAL EDUCATION

The children will begin to understand:

* Territorians come from different cultural backgrounds;

* Some people may identify with more than one culture;

* People from different cultures contribute much to N.T. Life eg. food, culture;

* 25% of the N.T.'s people is Aboriginal. They live in rural and urban areas;

* People move to the Territory for a variety of reasons;

* Most cultural groups seek to maintain aspects of their traditional culture.

INDONESIAN

The children will

* Learn the Indonesian words for members of a family;

* Participate in activities using the Indonesian words for family;

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

* Come to an understanding of Village life in Bali;

* Understand that most of Indonesia is based on the extended family;

* Come to an understanding of the importance of Family in Indonesian culture.

* Come to an understanding of the daily routine of Indonesian families.

MATHEMATICS
The children will be able to:
* Construct graphs from survey information

RELIGION:
The children will come to an understanding
* Of Family life;

* That God loves all families no matter what their make up;

* That we have a Religious family of Mary, Jesus and God.

HEALTH
The children will come to an understanding of:
* Being part of a family is important for our growth and development

* Being part of a family involves responsibilities

* Love and respect is essential for a family to work well.

FOCUS QUESTIONS FOR UNIT
* What is a Multicultural Society?

* Who are people of the N.T.?

* Who is an Aborigine?

* Why do people move to the N.T.?

* What contribution have different groups made to the N.T.?

* What are some of the problems that people living in the N.T. Face?

SEQUENCED LEARNING EXPERIENCES

* Survey the class for cultural backgrounds. Graph the results.

* Discuss why people move to the N.T. Include discussion about refugees.

* Read stories about people from other cultures who have come to Australia.

* Discuss the different types of families - extended, nuclear, one parent, adopting ,foster.

* Discuss a family's basic needs. Show how these needs may be met in different ways by different cultural groups.

* Mark on a map of the N.T. major Aboriginal settlements.

* Map the NT's population distribution. Examine reasons for this distribution.

* Discuss the treatment of Aboriginal people in the NT since the first European settlers arrived.

* Discuss influence of other cultures on our Society - celebration of Chinese New Year, Greek Glenti, Oktoberfest.

* Shared multicultural lunch involving the whole school and parents.

* Presentation of Group chart on country of Ancestral origin.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

ASSESSMENT

* Observation of participation in discussions;

* Completion of Ancestral Heritage poster;

* Accuracy in Comprehension activities.

EVALUATION

Children enjoyed this unit. The unit began with the survey and construction of graphs on the cultural background of children in the class. We found we had to construct three separate graphs to be able to discuss the results accurately. The three graphs were

* Birthplace of mothers

* Birthplace of Fathers

* Birthplace of children in our class.

Children were fascinated by the diversity of results. This led to a discussion on the different types of families. It was important to stress that no matter what the make-up of your family it is still as valuable as everyone else's family. The children worked hard on their tour guide. The children participated well in discussions particularly the discussions on the problems people face when coming to a new town from a different culture.

I found it extremely beneficial to be able to plan this unit together as a school unit. This ensured that the learning activities followed on from one another and there was continuity across the grades. It was also great because we have many very creative members on staff who can help others with ideas and approaches to make learning activities more meaningful to the children. I hope this form of cooperative planning will be done more often as I found it extremely helpful and gave me so many ideas to draw upon.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 6 - Renu Sami

MAIN FOCUS

English
Social Education

MINOR FOCUSES

Maths
Religion
Music / Dance / Art

UNIT DESCRIPTION

To develop children's knowledge and understanding of the cultural diversity of both class and school community.
The main focus of the unit was Social Education and English and the children were to look at a country - from which they are descended - thoroughly research that country by reading, taking notes, finding facts, reading stories, writing factual descriptions and talking to older family members.
In Mathematics the children worked on fractions, percentages, multiplication and division based on real life situations in Mexico, India and Egypt.
The main task of this unit was to produce a book of their own family history which was to include basic information on the country together with an account of why and how their family came to be in Darwin.

DURATION 5 weeks

RATIONALE

1994 is the International Year of the Family, and this unit represents a focus on families of all nationalities which go to make up the multicultural diversity of Australia. Within one class there are quite a number of children who were not born in Australia, but have come from a wide range of countries around the globe, and have lived under very different conditions to those found here in Darwin. The sharing of these experiences will enrich the knowledge of all class members.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

LEARNING OUTCOMES

ENGLISH

The children will..

* Use all features of a factual description correctly;

* Be able to use reference books correctly in order to interpret and analyse selected information and then to present that information

* Share stories about their own experience of family, friends and other relationships;

* Be able to write family stories and poems following discussion with older family members;

* Collect and record data relevant to historical and geographical information.

SOCIAL EDUCATION

The children will be able to understand....

* The richness of different cultures and the gifts which diversity can bring to a community;

* That everyone belongs to a family of one sort or another and how important this is;

* The customs and practises of children from other cultures and describe historical and geographical factors which have affected people of specific countries;

* That many children suffer poverty, hunger and neglect in many different forms in many countries.

MATHEMATICS

The children will ....

* Through work on basic multiplication, division, percentages, and fractions based on real life situations in some "3rd World" countries come to realise the poverty and educational disadvantages many children have to cope with.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

RELIGION

The children will understand.....

* That everyone belongs to a family and how important that is;

* That God gave Jesus to the world through the security of the family of Mary and Joseph and how we should strive to keep the idea of family life a positive feature in our daily lives and appreciate the importance of relationships between people both locally and globally; and identify themselves as global citizens belonging to an ever changing multicultural society, both locally and globally.

MUSIC / DANCE / ART

The children will ...

* Experience first hand knowledge of P.N. G. culture through activities such as song, dance, traditional food and cooking methods, basket weaving etc.;

* Learn song, accompaniments and dance from other countries e.g. Israel, Saudi Arabia, Spain, and the U.S.A.;

* Illustrate their books etc. with drawings of National Costume, flags and emblems from other countries together with their descriptions and their history.

WORK REQUIREMENTS

By the end of Week 5, the children will present in book form an account of their Family History together with research on their own country (or state) of origin. This will have to include an introduction which must explain clearly why that particular country, or state, was chosen. It will also have other book features such as a contents page, an acknowledgements page and a bibliography.

SEQUENCED FOCUS QUESTIONS & LEARNING EXPERIENCES

* Discuss families and family trees. What do they show? What information is shown? What other information could be given?

* Where do the families come from? Locate countries of origin on a world map;

* Where in the country of origin did the family members actually come from - urban or rural (if possible);

* Learn songs and dances from other countries - are any songs etc. brought over from the old country to the new?

* Look at flags and emblems - is there a reason for their colours and symbols? also national dress.

ASSESSMENT

* Observation in class discussions

* Enthusiasm to share experiences and participate in bringing completed family trees, photographs etc.

* Completion and content of "Family History" book.

EVALUATION

The children were very keen to get involved in this unit of work. They worked during class time but a few spent time on it at home too. Some needed guidance when it came to finding factual information on a country other than Australia especially when both the child and his/her parents had been born here and it was a grandparent or more distant relation who had come from another country. Many children in this situation found it fascinating to learn that life there was not at all like their life in Australia.

By looking closely at the makeup of the class,and the school, the children realised the diversity of cultures which are present in Darwin. They began to realise and appreciate that different families within the class and the school have different structures, values and cultural practices.

1994 Suzanne Brogan Sharon Pinson Pamela Templeton
1995 Peter Humphreys Sharon Pinson Dianne Marsiglio

After locating everyone's country of origin on a world map and identifying who was from where, they began to realise that there should be just one 'global family' and that 'world powers' should consider other people and their cultures before making decisions which have worldwide consequences.

On the last day we had an Upper Primary shared lunch and invited parents, friends and relations to an Open Day at the school. It was beneficial for the children to be able see the work other children had produced.

This was an interesting unit of work for me as the whole school was involved from the early planning stages and then as Year levels we shared the planning of the more detailed aspects of "Ancestral Heritage".

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

CELEBRATING FAMILIES

YEAR LEVEL 7 - Stephen Gemmill

MAIN FOCUS

Social Education
Religion.

MINOR FOCUSES

Maths

UNIT DESCRIPTION

Family is the theme, which will not only encompass direct families but also our broader and wider community families.
With Australia being predominantly a multicultural society each child will be given a chance to explore further their own ancestral heritage.
An emphasis has been placed on 'investigation'. Such things as exploring family trees and looking more closely into other countries domestic environment forms the basis of this unit of work.
In Religious Education critical thinking about certain issues around the world such as poverty in the family setting, racism and segregation in our world and the discussion of case stories from cosmopolitan children will form the main focus of our lessons.

DURATION 5 weeks

RATIONALE

The superficial meaning of the word "family" is often seen in a one dimensional way. As Christians, we are part of a broader, multi-dimensional family that strives , in hope , to one day be part of a unified and more extended global family.
A sound knowledge of how other people act and interact with their own families is essential in enabling children to discuss and reflect upon the differences they may have with these families.
A knowledge of certain family histories, that are highlighted by the differing cultural backgrounds, is important to enhance children's awareness of others and their own position in the broader meaning of family.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

METHODOLOCY

-Teaching model for Social Literacy:

Focus question
Consider
Analysis
Main Idea
Inquiry
Think Again

LEARNING OUTCOMES

SOCIAL EDUCATION

* To recognise own family history;

* Acknowledge that we are all part of a wider and more diverse family;

* That as well as being distanced from other children around the world we do have similar needs;

* People from around the world do live in family groups that do have similar family frameworks to ours;

* Recognise that different countries have their own recognisable family dynamics which may be determined by their environment.

MATHEMATICS

* Select a country they would like to visit;

* Be able to calculate expenses correctly on a set ledger being given a nominated budget for their visit;

* From a set task, set an appropriate timetable for themselves, budget appropriately, and be back to their accommodation before day's end;

* Complete at least six day's holiday before the completion of the family unit (extended in weeks 6,7,8).

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

RELIGIOUS EDUCATION

* Become more critical thinkers on a number of world issues;

* Discuss and respond to a number of case stories concerned with child poverty around the world;

* Be made aware of how racism and class segregation can and may effect people around the world;

* Explore and respond to the theme, "One World".

WORK REQUIREMENTS

Each child is asked to complete two major classroom research assignments. The first being an Ancestral Heritage for Social Education and the second being a Mathematics Travel / Budget assignment. The duration for these two assignments will be five weeks and are only to be done in class. These will be presented on Friday, Week 5 of this term.

SEQUENCED FOCUS QUESTIONS AND LEARNING EXPERIENCES

* Complete a family tree survey sheet;

* Discuss requirements of assignments and distribute these assignments to children;

* Show children relevant research information and construct an information library on world countries;

* Discuss and explore the following :
Resources, Trade, Imports and Exports, Transport, Housing, Government, Flags , Emblems, Currency, Stamps and Symbols.

ASSESSMENT

* Observation of participation in group work and discussions

* Completion of an Ancestral Heritage research assignment

* Completion of a Mathematical travel research assignment

* Presentation of these assignments

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

EVALUATION

A variety of different teaching strategies was used . These ranged from oral discussion and assignment presentation to group research work and individual appraisal and critical analysis.

I would like to extend this unit further and perhaps make it a 6 / 7 week unit. Apart from this I was extremely pleased with the way the unit unfolded and the information gained by the children. Activities were appropriate and strategies ran smoothly during this unit

The Aboriginal children who took part in this unit of work found it interesting and were able to gain greater insight into their own cultural and ancestral heritage.

It was great to see these children showing so much care and giving a great deal of input into discussions.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

APPENDIX C

NOTES AFTER MEETING WITH OUR ACADEMIC ASSOCIATE STEPHEN HARRIS AUGUST 12,1994

Stephen defined his role as low key background support and assured us that "the power is within" us. He saw a strength in our project was that Aboriginal people were seen as a valuable resource and not "the problem". Stephen presented the school with:

*"Aboriginal Kids in Urban Classrooms", edited by Stephen Harris and Merridy Malin;

*"Perspectives on Teaching Aboriginal Children in Darwin Primary Schools", coordinated by Stephen Harris.

These will form the basis of staff reading to increase awareness of Aboriginal issues in each classroom. Stephen specific recommendations included:

*Darwin Urban Schools, e.g. Moulden Park and Millner, should be seen as a resource rather than focusing solely on remote community schools as St Paul's is an urban school;

*ASSPA committees are well accepted by Aboriginal people because they have control. The Innovative Links project should seek to strengthen and develop St Paul's ASSPA committee and its links with other ASSPA committees around Darwin;

*The notion of a "bi-cultural" person is more helpful than the notion of "urban Aboriginal" or "part Aboriginal". This can be a way around having to choose only one aspect of a person's multicultural heritage, e.g. Greek, Chinese, Filipino, English. People have multiple roles and identities and contexts affect behaviour;

*Non-Aboriginal people may be doing too much by removing control from Aboriginal people;

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

*St Paul's should try to get at least two Aboriginal staff and use them to teach mainstream and not just Aboriginal aspects of art, craft, cooking, etc.;

*School atmosphere is important and the school should not tolerate bullying, discrimination, or racism of any sort, however Stephen Harris added that the school climate at St. Pauls felt wholesome;

*Documents developed in the course of our action research should be dated and kept to provide evidence of sequential self-improvement. Failures as well as successes should be recorded with errors analysed;

*Teachers should be asked to contribute notes or short articles, reflecting on some of the features that display change in every Term report. Story form is an excellent format, remembering that Jesus taught in parables.

NOVEMBER 23, 1994.

*Stephen loaned the school a kit entitled "Australians for Reconciliation Study Circle Kit" produced by the Council of Aboriginal Reconciliation.

*Stephen acknowledged the progress being made by our school so far.

*The importance of ASSPA committees was again stressed. Surveys of Aboriginal people have shown that these committees function best when Aboriginal parents feel a sense of autonomous ownership. This unique role needs to be preserved, otherwise Aboriginal people will withdraw their support.

*The need for Aboriginal professional staff in a regular teaching role was again stressed.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

*We are all "multiple identities" with equal rights and responsibilities in some contexts and expanded or contracted rights and obligations in other contexts. Aboriginal people may be seen to have at least three identities:

(i) like all other Australians
(ii) as Aborigines
(iii) a unique identity as "first peoples"

How many people are willing to acknowledge the third stage?

*The wishes and feelings of the parents in the ASSPA Committee would need to be carefully consulted if teachers of senior grades wanted to expand their programs to include this dimension of cultural identity and social justice, as some may see it as confrontation.

*Does the Department of Education have a policy on Aboriginal education and if so what is it?

*Does the Catholic Education Office have a policy on Aboriginal education and if so what is it?

MARCH 23, 1995

*Stephen reiterated what he said at our first meeting about seeing his role as an encouraging "critical friend", bringing insights about the wider scene. He aimed to de-mystephy action research and believes all teacher who reflect on their practice are really engaged in a form of action research.

* He again emphasised the importance of Aboriginal education in urban schools and wanted to disabuse the notion that Aboriginal education is "more real" in communities. The notion of being a bi-cultural person should be a positive concept, not a source of embarrassment. The books he gave the school on his first visit represent the latest and best writing in this field.

* He repeated the fact that Aboriginal parents all over Australia place high value on ASSPA committees and that anything a school can do to support its ASSPA committee is valuable. ASSPA committees stress that

they are not dependent on their school principal"s approval for everything they want to do.

* In answering questions or complaints from families who object to one culture being emphasized at any particular time, he pointed out that there are times when it is legitimate for everyone to be included, and times when it is appropriate for the focus to be on special interest groups.

* The term "inclusive pedagogy" as developed by research student Noreen Trower, may deveop methodology that benefits all cultural backgrounds. This involves scaffolding and contextualizing.

* A suggested improvement in documenting our project would be for all teachers involved to write a short personal account of a special event associated with the work - a small word picture that would bring to life the formal evaluations.

* He commended St Paul's for appointing a staff member of Aboriginal background as there are only a few working in classroom situations in Darwin, despite the fact that there are 45 qualified Aboriginal teachers living around Darwin. Stephen thought our suggestion to encourage Aboriginal student teachers to consider St Paul's as a school where they might be involved in for practicum or field work was worth pursuing. He gave us the names of two third years at the university (David Cusack and Suzanne Thompson). When the school responds about placement of student teachers, we will say that Aboriginal students would be especially welcome . The school might also write to Batchelor College about placement of student teachers, but these students mostly do their practice teaching out in Aboriginal communities.

* Stephen suggested that all staff should be consulted about the direction they wanted to take from here - whether to continue reflections on the focus on Aboriginal culture to to move on to focus on another culture. It is important that staff and the committee do not feel trapped, but should only continue if there is a positive feeling.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

APPENDIX D

WHAT WE LEARNT FROM OTHER SCHOOLS

INNOVATIVE LINKS
VISIT TO ST JOHN'S COLLEGE

OCTOBER 26TH 1994

Staff at St John's College were convinced that Aboriginal students from remote communities had different educational needs from Aboriginal students who had spent most of their lives in an urban environment. Pat O'Brien saw higher educational achievement and retention rates in urban students because those students have the advantage of the language of instruction (English) as their first language. Pat advised there should be a separate unit within the school for students from a "traditional" lifestyle background to familiarise students with the school's routines and expectations, such as that at Sacred Heart School for the children from Knuckey's Lagoon.

St. John's College has a "Transition Unit" for students from remote communities and other Aboriginal students whose literacy and numeracy skills are not at a level to enable them to succeed in mainstream classes. Rather than see students continually fail, the school places these students in the Transition Unit and provides small group intensive literacy and numeracy instruction until it is decided that the students have sufficient skills to survive and succeed in mainstream classes. There are, however, a considerable number of students who do not progress beyond the Transition Unit.

Coordinator of the transition unit, Fran Enilane expressed support for the separate unit organisation at the secondary level but was doubtful of its value at the primary level. Here she thought the most pressing need was for teacher professional development in English as a second language and in Aboriginal learning styles. She commented that schools that make a commitment to take Aboriginal students also need to make a commitment to staff professional development. Quality time (e.g. inservice days) and resources (e.g. subscriptions to journals such as "Aboriginal Child at School") are important facets of staff

development.

Communication with families was also stressed by Fran. As well as personal communications between individual parents and staff, it is important that the ASSPA committee realises its important potential for making a contribution to the school community, with representatives in groups such as the school board and parents and friends.

Parent communication about student progress is important but written reports may need to be supplemented by oral (face to face or telephone) information, or some visual format, as written reports may not be fully understood.

St John's College has realised that the provision of special services for one racial group is very contentious, as many students have special educational needs, use English as a second language, need help with homework or maybe even a breakfast programme, so they have also appointed a Special Education teacher to cater for the needs of others.

Sharon Pinson

INNOVATIVE LINKS
ADDRESS BY MIRIAM ROSE BAUMANN
PRINCIPAL OF ST. XAVIER SCHOOL, DALY RIVER

Miriam Rose Baumann, principal of St. Xavier's school, Daly River, addressed the issue of Aboriginal education while delivering the ninth annual Eric Johnston Lecture at the State Library of the Northern Territory.

At Daly River she has reorganised the school so that students of the same language background are placed in multi-age family groups with teachers who speak the same language. Older children help the younger ones and this situation is much closer to "traditional' learning than age-based separate classes.

Community involvement is important at Daly River school. Miriam explained how most mornings are spent on literacy and numeracy, but most afternoons are spent learning culture from people in the community. Elders and extended family members help the children

learn about the bush and arts and crafts. This has the added benefit of providing the adults who are assisting in the school with the opportunity to extend their own art and craft competencies, and now Daly River is renowned for the high quality art coming from many members of that community.

Miriam placed great emphasis on the importance of having fully qualified Aboriginal teachers as both role models for the students and also as having staff with an understanding of Aboriginal issues. She encourages people from her community to enrol in fully accredited courses and gain professional qualification. This is the way she sees Aboriginal people taking responsibility for their present and taking charge of their futures.

Sharon Pinson

INNOVATIVE LINKS
VISIT TO MANUNDA TERRACE SCHOOL

October 25, 1994

The Principal, Mr Neale Barry, and Aboriginal Resource Officer, Mrs Gloria Noble, made me very welcome when I visited their school to discuss Aboriginal children at Manunda Terrace, their backgrounds, urban or community, their specific needs, their parents' expectations, withdrawal or mainstream.

They informed me that approximately 40% of their children were from Aboriginal backgrounds but only three families were community Aborigines, the rest being urban Aboriginal children. Gloria explained that the only reason the community children were at Manunda Terrace was because one of the fathers was entitled to a house re his ongoing health concerns and as a result the extended family was living directly across the road from the school. Gloria continued that usually a community family would not choose to live in this part of Darwin but would rather choose an area closer to the sea and closer to extended families, such as the Rapid Creek/Nightcliff area. In contrast, however, many urban Aboriginal families were residing in their area and so were choosing to enrol their children at Manunda Terrace.

1994	*Suzanne Brogan*	*Sharon Pinson*	*Pamela Templeton*
1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

Mr Barry told me that the Aboriginality of their children was not highlighted at all. In other words, their heritage was not focussed on anymore than the heritage of a child from any other cultural background. Mr Barry emphasised that this was in keeping with NT Department of Education policy and that was policy at Manunda Terrace as well. He said that there had been suggestions that Aboriginal children attend gatherings/marches, etc. but this had not been acquiesced to, as this would mean a differentiation would be highlighted. Instead, celebrations for NAIDOC Week and such, were held during school vacation and Aboriginal occasions were treated equitably with those of other cultures.

On discussing why Aboriginal parents choose Manunda Terrace for their children, Mr Barry explained that being urban Aboriginal children in the main, their parents choose their school just as non-Aboriginal parents do, that is, because of its locale or its recommendation by friends or having other family members already enrolled there.

Parents' expectations were also the same as those of non-Aboriginal parents. They expected their children to be educated well.

On the issue of Aboriginal children being withdrawn or mainstreamed, Mr Barry once again focussed on the sameness of these children's needs as those of other children. All children with special needs were assessed and withdrawn because of those special needs, no more, no less. The exception (or rather the sameness) of community Aboriginal children meant that they were assessed by the Assistant Principal upon their arrival. They were then mainstreamed and withdrawn along with other children, according to their special needs.

The ASSPA group at Manunda Terrace works with their ARO and collaboratively with Aboriginal families and Mr Barry addressing the special needs of Aboriginal children and families. They are valued as contributing to the schools wider community as are all school committees and groups.

When reporting is conducted with Aboriginal parents, the same format is used as with non-Aboriginal children's families. If the need arises for oral communication to be conducted in the case of parents with literacy

problems, they are dialogued with to ensure comprehending is adequate, whether Aboriginal or non-Aboriginal. Gloria is involved in these dialogues where relevant, as she is when food or health or attendance or home problems, etc., arise.

Both Mr Barry and Gloria expressed their surprise that Manunda Terrace had been recommended as a school to visit re Aboriginal children and their education. They went on to say that St Paul's and Kormilda College were considered to be two of the schools setting new boundaries in the education of Aboriginal children and it would be to these schools that they would look to extend and modify their own policy.

I extended a welcome to them to visit St Paul's and they expressed an interest in reading our reports, assessments, evaluations and recommendations.

Pamela Templeton

INNOVATIVE LINKS
VISIT TO MOULDEN PARK PRIMARY SCHOOL

Suzanne Brogan and Marian Patterson.
11-11-94

BACKGROUND:
Moulden Park was recommended to us as a school which has shown great advancements in parental involvement in the school community. The ASSPA Committee have been working hard to improve the learning outcomes of their student group through developing initiatives to involve their parent group in the school.

OUTCOMES OF OUR VISIT:
Marian and I were made feel welcome immediately. There was a relaxed feeling being generated all around which is why we achieved so much in a short time.
We spoke with six of the eight ARO'S from Moulden Park and Sandra Parker (E.C. Coordinator).

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1995	*Peter Humphreys*	*Sharon Pinson*	*Dianne Marsiglio*

Moulden Park presently has 160 Aboriginal children attending from the local area as well as rural and community areas. The majority of ARO'S are parents of children at the school. The ARO's have worked themselves into their positions by their involvement in the ASSPA group, Homework Centre and Lunch Group.

Through 'word of mouth' communication channels are open and effective. Because the ARO'S live in the area and due to the extended family relationships existing in their school community success has been achieved in involving Aboriginal parents in the school program.
There are presently seventeen Aboriginal parents involved in the school council.

The ASSPA group meet on an informal basis, usually over a meal and make plans ,decide on their budget and bring all their families together. Children attend these meeting so that it is family orientated.
The ASSPA group fund a Lunch Group which is supported by parents who come in on a needs basis to prepare lunches for those Aboriginal children who do not have their lunch on that day.
Parents are encouraged to work at the Homework Centre as Supervisors or to involve themselves on a voluntary basis.

All parents are encouraged to participate in organised game afternoons at the school and Tuesday is Cultural Day. Parents are fully encouraged to participate in the school community and from all accounts this is successful.

The ARO'S work in the classrooms with all children and run cultural activities as an extra curricula activity. There are children with identified Special Needs and the ARO's have been trained to work with children in the area of Speech.

To provide clear objectives and learning outcomes the school has put together a description of the ARO'S Program , a school document outlining what assistants and teachers in the classroom can offer to the children and each other and ideas for parental involvement in the school. (See Appendix D).

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The school has further enhanced the ARO'S learning by offering to them on the job training in the Administration Area. The school is presently working on developing an Aboriginal Curriculum and with the enthusiasm and potential input from the ARO'S and parent group I can foresee some fabulous work being done on the curriculum.

A successful visit .

Several ideas can be utilised in our school. Firstly by taking this information to our ASSPA Group in hope to increase our parental involvement and also to our wider school community .
Marian also gained from this visit the knowledge of the need to pass on information personally. This will require the assistance of the parent volunteers she has presently working with her.

Suzanne Brogan.

CATHOLIC HIGH SCHOOL ALICE SPRINGS

25.11.94

Teacher: Ms Jenny Carew, T.A. Ms Nora Wheeler.
Marian Patterson , Kathleen Duffy (St Pauls).

GENERAL
Spoke with Jenny and Nora about Catholic High and the number of aboriginal students who go to the school. The numbers fluctuate but are somewhere around 30-40 throughout the whole school. About half of the children are mainstream and the other half Unit students. There is little movement of students from the Unit to mainstream. Unit students do Foundation studies and this will be pursued in 1995 in order that they will have some recognised qualification when they leave, somewhere in the 15 y.o. range. New unit will be ready for use in 1995. There are plans for the Unit students to be a more recognisable part of the school. Specialist teachers from other parts of the school will be used more, and Arrente will be offered as a language other than English option to mainstream Year 8 students.(along with Japanese and ??).

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ENROLMENT

Parents choose Catholic High because they offer Foundation Studies. Have a working relationship with Yipirinya, have discipline, Catholic tradition for some parents. Continuity of staff at the school and Nora being a Arrente speaker are expected to impact on 1995 enrolments positively.

COMMUNICATION

General communication involves going out to the camps. There are allowances made for students who have problems at home, awareness of the difficulties of students on pay days , etc. Some parent involvement at the school but it is considered to be "school business" and the function of the school to handle it. Reports are on standard form but simplified and are discussed with parents...at home (???). Parents want the children to be educated, mainstream is seen as the the first preference. Attendance by mainstream students is much better than Unit students. Unit students have a core of regulars and in 1995 their needs in the Foundation Studies will be considered priority so that positive progress and results will show. In this way the school hopes to develop a more positive awareness of the value of education among the people. There was a real sense of optimism on the part of Jenny and Nora that the students would increase in number and that their needs were being addresses in a positive fashion.

QUESTIONS

Not asked:
Number of girls/boys?
Role models for the students?
Courses of study undertaken to enhance the students self esteem?
Number of camp students/ urban students?
Major differences between Urban/camp students?

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OLSH
24.11.94

Ms Julie Uytdehaagh (Teacher) and Margie Smith(Arrente T.A.)
Marian Patterson and Kathleen Duffy (St Pauls).

REASONS FOR ENROLMENT
Grandmothers do most of the enrolling and seem to be the ones most involved with communication. Carryover from the Mission days- their experience of school, what is known and least threatening.

There is also a perception that there will be discipline and the children will not "run the streets". Discipline was an area of concern with all the people spoken with. The mothers do not discipline the children traditionally, but an auntie /uncle/ grandparent. What is now happening seems to be that the young ones will accept discipline from no one in the home/camp area this is an area of great concern and involves much talk, but the people seem disempowered and unable on the whole to do anything about it. The children are growing up believing that they can choose very much what they want to do and are difficult to control. There is a great lack of appropriate adult male role models. In each school we visited the women were the ones concerned and the principal carers.

Parents are happy when children are able to leave the unit and work successfully in the mainstream- this is their ultimate aim. For a number of children this seems to be unrealistic because of a number of factors/attendance, concentration span, academic ability etc.

COMMUNICATION
Talking 1-1. School goes to home. Margie great as she is a vernacular speaker. Reports are taken to the home and are discussed there. The people tend to think that it is "school business". They trust the school to do the right thing and do not expect 'Feedback". Discipline at school falls into that category as well for many.
When parents/carers are needed as a group for consultation then they use a barbecue/ food as an invitation.

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NEEDS

The people want the children

. to know their own language.
. to know the stories
. to be able to speak English
. to have basic maths skills.

SPECIAL POINTS

Teacher/TA relationship based on trust and respect. Works well when that relationship is well established. Continuity is necessary. The people need the time to trust and become easy with the school team.Need to know that they will be there for a time- more than one year is preferable.

Use of the vernacular is important. Four TA's like Margie could well be used. Margie takes small groups. The lesson plan is simple but worked out by the teacher and implemented by Margie. Planning is regular and shared. Heart talk is once a week and that is taken as a whole group and is in the vernacular. Holyoake material is used. This is seen as extremely important.

QUESTIONS

Use of Holyoake material at St Paul?
Any Larrekeyah language? Other?
Use of parents in the classroom?
Male role models?

SANTA THERESA- Lyperente Purte

25.11.94

Br David Blay(Principal), Elizabeth Wallace, Imelda Palmer, Janie Oliver, (Teachers- Arrente),Annie (?) (Tuckshop) Marian Patterson and Kathleen Duffy(St Pauls).

ENROLMENT

Only school. Attendance a problem, especially amongst the boys as they get older. 11-12 year old very difficult to get to school. 14-15 year old getting married, setting up house. Great worry to the parents/elders.

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Feeling of being disempowered. Great worry. Lack of respect for elders/parents/ waterholes/ important places. Young teenagers seem to want to watch TV, go to the swimming pool/ local hall. The young ones spend little time at home or with parents/elders. A few mothers are choosing to send children(girls) interstate to boarding school so that they can focus on school work and be successful. Do not use St Johns as family may come and take child out of school. Mothers that we spoke with felt strongly on this score- we only spoke with school staff. Three of them are considering sending their 13 y.o. girls away to boarding school in 1995. Boys "bomb out" - are not seen as good prospects for education. Lack of suitable role models was spoken about. Problem with alcohol is a major influence on life in the community.

COMMUNICATION

Mostly seen as "school business". ASSPA committee in place.Frequent meetings-weekly(?)_ but not all members attend every meeting. Usually about 6. The old people want the children to value their language and the old stories...sing the dreaming stories.On cultural trips the old people do much of the teaching. The teachers work on scribing the stories and recording when back in the classroom. The RATE program has had some success, but organisation and time management seem to pose significant problems.

Reports on academic progress seems to be that reports are taken to the home and verbalised. I am not really clear what happens in this area.

QUESTIONS

What use Holyoake material?
Impact of community disruption on the children?
Traditional discipline breakdown and its impact of the children?
What discipline works effectively?

This was an interesting if somewhat unsettling experience.Role of the women. The inability/hopelessness(?) in the face of the appalling conditions. The disintegration of community life, and the role that education should/could play.

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YIPIRINYA SCHOOL
24.11.94
Director:Maureen Trindale.
St Paul's Staff : Marian Patterson,Kathleen Duffy.

Met with Maureen who extended a warm welcome and introduced us to a number of staff members. We spent much more time a this school as there was so much to learn.

AnTEP Program:
Met with Elizabeth Jones, lecturer.
This is a teacher training program, which is supported from Underdale in Adelaide. The teachers completing the course will be Diploma of Education or with one more year will be Bachelor of Education. Work in the classroom with a mentor, plus support from the resident lecturers, appears to be most successful. Requires great co-operation from the teachers.

Van Leer Foundation :
Met with Deborah Hartman, and Rosalee Riley. Development of the EC Curriculum, due to be trialled in classrooms in 1995. At Yipirinya there is "Teaching Two Ways"- see leaflet of same. Children are in four main language groups and are vertically grouped. They have two teachers, a vernacular teacher and a non-aboriginal teacher, each responsible for separate sections of the curriculum.The curriculum is being developed and will be presented to the Dept. of Education Board of Studies for ratification in the near future. The role of the Elders in the school is that of leaders.Their decisions regarding staffing and curriculum content are final.See leaflets regarding the process of development of the curriculum and its implementation.

Victor Williams: Sports Development Officer.
General discussion about the school, the role of the Council and Elders, the Aboriginal Action Group and general comments. The voice of the aboriginal leaders is heard and acted upon. There is great pride in the school and a strong sense of knowing what the Community wants for the children.

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Question: How do we sit down with our parents from so may backgrounds and negotiate the curriculum?

Question: How do we find the way to ask the parents what they want, arrive at a consensus of the parents,(not directed by the teachers,) and fire the enthusiasm of teachers to work this way? Is it feasible? Is it the right way? Is there another way to develop what is of value to parents and so develop that school-home partnership that is so important?

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APPENDIX E

REPORTING THE RESPONSES OF ASSPA PARENTS AT SAINT PAUL'S SCHOOL

The majority of feedback came from parents through our initial meeting with the ASSPA group followed through with an oral / personal approach. Four written responses were received and collated.
It is noted that the Aboriginal students attending our school are from both community and urban backgrounds. The majority being the latter. The children presently attending from communities are those who have spent their early years at community schools and it has been mainly for educational purposes their parent / parents have moved into Darwin. The parents' believe that in Darwin their children will be given the opportunity to be exposed to wider educational opportunities and effective schooling.

The most common response to 'Why Saint Paul's was chosen for their children' was that the parents themselves had received a Catholic education and they believed in the ethos of Saint Paul's. Parents want their children to receive the Holy Sacraments and be involved in a Christian school community. Parents believe that through the support of the school their children will further develop and build upon early foundations in and identity with their Catholism.
Saint Paul's was suitable for its locality, that a school uniform was worn and several parents had members of their extended family involved with the school both in the past and in the present so an identity had been established. There is a feeling of trust and belief in the school community by many of these parents.

In response to 'What did parents expect from Saint Paul's?'

Parents expected that their children were provided with an environment where their children want to extend their learning and for the wholeness of their children to be developed. It is important that the childrens' Aboriginal identity was recognised and respected and wherever possible opportunities were taken to sensitise the school community to the cultural similarities and differences pertinent to their families. That the school recognise and support the NAIDOC week

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activities and provide opportunities for all children to participate in them.

It was expected that Saint Paul's continue to provide all children with the opportunity to share their cultural heritage and to develop acceptance of others and to be proud of their cultures.
It is important to parents that the school provides a safe and caring environment. That the teachers' are kept abreast of current trends and issues related to the education of children.

It is hoped that the ASSPA Committee continue to receive support through school representation at meetings, assistance with administration and with disseminating information to other parents of Aboriginal children who are unable to attend meetings.

Communication:
Parents expressed their desire to be kept well informed about their children's development and progress through both written reports and maintaining openoral and written communication channels between home and school. One parent expressed the importance of knowing immediately if there seemed to be any problems with her children, this view was shared by a few other parents. That confidentiality between any child and teacher be respected and if discussion is necessary parents are contacted. The children need time to develop trust in others and that this trust should be highly valued.

Parents would like to know if there are areas where their children need special assistance or where they are showing special talents so in partnership with the school parents can assist their children in achieving excellence.

The employment of a school-based Aboriginal Resource Officer was seen as an added bonus to all that Saint Paul's offered to Aboriginal children and their parents.

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APPENDIX F

EXPENDITURE

Travel	$1,199.16
Stationery	10.09
Typing	204.96
Salary Support	1,835.79
Total	$3,250.00

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